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ABSTRACT

This handbook is designed to help counselors meet the career development and counseling needs of disadvantaged students. More specifically, the focus of the handbook is on helping disadvantaged students to gain a better understanding of their needs, to strengthen their self-concept, and to reach their fullest potential. Developed around a medical-related organizational pattern, the guide is divided into sections dealing with the symptoms of, diagnosis of, prescription for, and programs for the career and counseling needs of disadvantaged students. The following topics are included in the individual sections of the guide: symptoms (a working definition of the term disadvantaged, the process of identifying disadvantaged students, and additional identification tools); diagnosis of special needs (an initial intake interview form, a selection of recommended standardized assessment instruments, and a sample student profile form); prescription (seven recognized needs with a list of prescriptive activities and available resources, school and community references, and development of a resource inventory); and prognosis (conclusions, recommendations, and a counselor checklist). Provided in the section on developing a resource inventory are a sample letter, a community survey form, a school resource inventory form, community resource data cards, and a list of agencies and organizations. (MN)

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MEETING THE CAREER DEVELOPMENT/ COUNSELING NEEDS OF DISADVANTAGED STUDENTS

Produced By:

EDUCATIONAL IMPROVEMENT CENTER-CENTRAL'S
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In Cooperation With:

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CE 035 801

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FOREWORD

Counselors in public education are faced with a difficult task. They must find new ways to help students combat the academic and social pressures of a highly competitive, fast moving society. More than ever before, school counselors are being called upon to offer solutions to a multitude of educational problems. One of the biggest challenges facing professional counselors today is the concern for individual differences and the need to effectively address the differences that are exhibited by students who are identified as "disadvantaged".

Career counseling is an essential component of the career education process (see chart on p.) not only for the student who has been identified as "disadvantaged" but for all students. However, career counseling for the "disadvantaged" should be more intense and include more in-depth counseling strategies and activities.

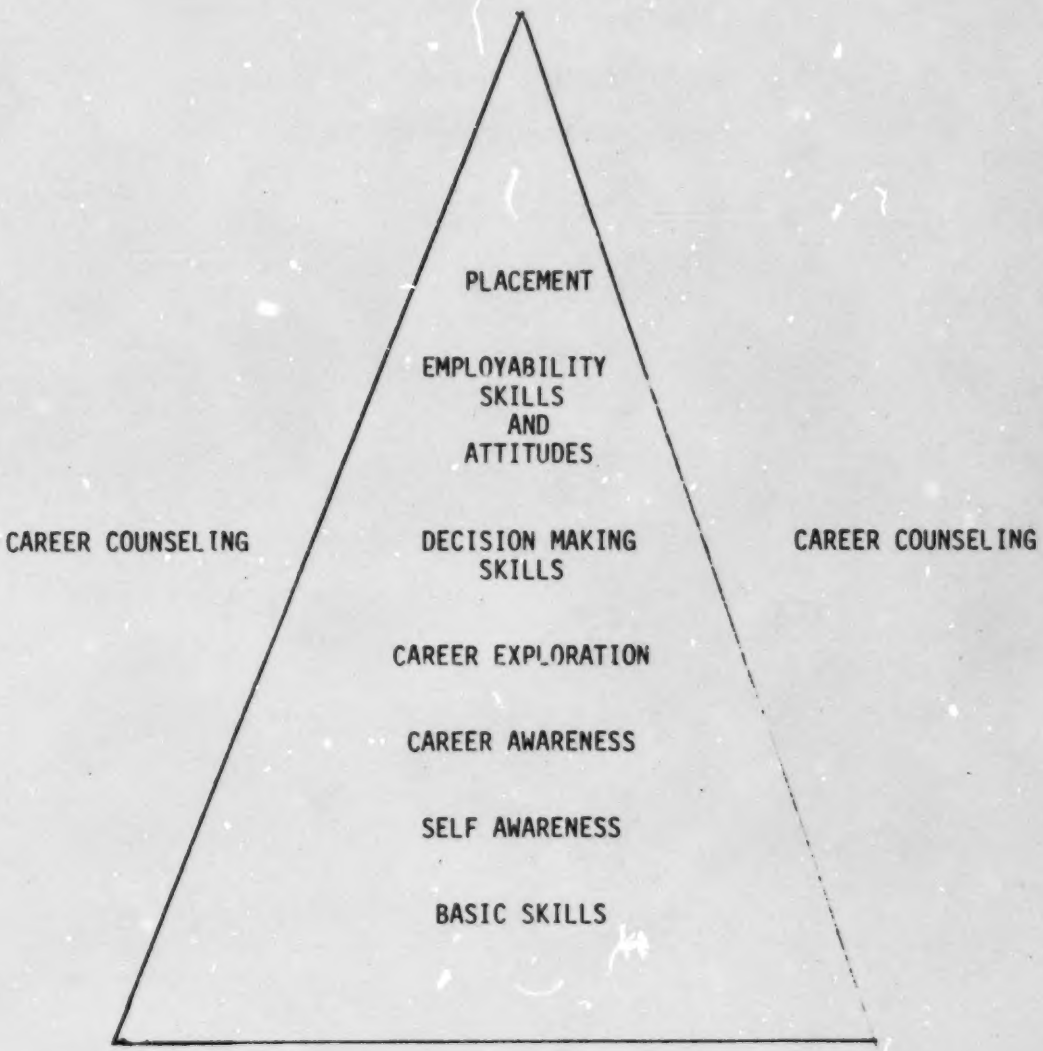
In order to provide adequate career counseling for the disadvantaged, it will be necessary for schools to modify and expand existing programs and/or develop new ones. However, some school districts will be able to meet the needs of the disadvantaged through the re-allocation and use of existing resources and the careful planning by school administrators. Changes in attitudes toward the disadvantaged should be encouraged. Guidance and counseling personnel will have to "tap" all obvious resources to the fullest and continuously seek to discuss and utilize new resources, in addition to adding their own creative ideas and activities.

This handbook focuses on caring and understanding: changing images; changing the negative connotations associated with the label "disadvantaged"; capitalizing on the strengths of the disadvantaged student and providing adequate and appropriate career counseling; so that the disadvantaged will have the opportunity to reach their fullest potential.

The main objective of this project is to assist counselors in helping disadvantaged students become aware of themselves through job training, work study experience, career counseling and occupational readiness. Simply stated, disadvantaged students must be encouraged to learn who they are and what they want to become. Hopefully, the disadvantaged will gain a better understanding of their needs, strengthen their self concepts, experience less failure and have an opportunity to become productive in the work force through appropriate career counseling.

This handbook uses a medical-related organizational pattern as a sequential aid for counselors and as an easy reference guide. This progressional format includes: Symtpoms, an identification of the characteristics of the disadvantaged; Diagnosis, an assessment of the student's individualneeds; a Prescription or available techniques for each need and; Prognosis, a general summary with suggested recommendation.

CAREER EDUCATION PROCESS FOR DISADVANTAGED STUDENTS



SYMPTOMS

I. SYMPTOMS

A. Definition

B. Identification Process

C. Additional Identification Tools

SYMPTOMS

I. SYMPTOMS

A. DEFINITION

B. IDENTIFICATION PROCESS

C. ADDITIONAL INDENTIFICATION TOOLS

I. SYMPTOMS

Who Are the Disadvantaged? - A Working Definition

Educators, social scientists and agencies define "disadvantaged" operationally by providing a list of characteristics. In New Jersey the Division of Vocational Education and Career Preparation has identified the disadvantaged by the following criteria (1/78): (Helping Educationally disadvantaged Students Through Vocational Education. Special Paper Series, January 1978. p. 2)

"- Potential dropouts (including those with chronic, unexcused absences and/or tardiness).

- Two years below proper grade for age.

- Insufficient communicative and/or computational skills for regular vocational programs.

- Inability to form responsible relations with the school and/or community environment.

- Other evidence of failure or factors that prevent pupils from succeeding in a regular vocational program."

Furthermore, the disadvantaged may also suffer from financial hardships due to the following conditions:

- Family income is at or below the national poverty level.

- Participant or parents (guardian) of participant, is unemployed.

- Participant is institutionalized or under state guardianship.

The disadvantaged have too little of life's advantages and opportunities. They have insufficient food, clothing, shelter and medical care. They have very little information about themselves and their world. They have too little self-respect and self confidence; too little success; too little reason to try; and too little happiness.

In the school setting, the disadvantaged are unable to succeed due to academic deficiencies, poor interpersonal relationships, and negative feelings of self-worth. Most disadvantaged students have poor self concepts, show mistrust and resentment of authority figures, fail to see the importance of the connection between school and the world of work and,therefore, put forth little or no effort to change their life positions and life plans.

Identification Process

As an initial step in the identification process, the conselor needs a preliminary tool to identify students who may possess the characteristics that would categorize them as "disadvantaged". The guidance conselor within a short period of time and with the sole use of student records, can utilize the following checklist to identify potentially "disadvantaged" students.

In using the checklist, the counselor must keep in mind the characteristics of the typical population within the geographical area being served.

INITIAL SCREENING CHECKLIST

NAME_____GRADE:_____

DATE OF BIRTH:_____DATE:_____

DOES THE ABOVE STUDENT DEMONSTRATE THE FOLLOWING CHARACTERISTICS:

YES___NO___ TWO OR MORE YEARS OLDER THAN THE OTHER MEMBERS OF HIS/HER CLASS AGE GROUP
COMMENTS:

YES___NO___ ONE YEAR OR MORE RETENTION IN A GIVEN GRADE LEVEL.
COMMENTS:

YES___NO___ SCORES BELOW THE AVERAGE RANGE ON STANDARDIZED TESTS AND OTHER ASSESSMENT INSTRUMENTS
COMMENTS:

YES___NO___ VERY LITTLE OR NO INTERST IN SCHOOL WORK
COMMENTS:

YES___NO___ BELOW AVERAGE ACADEMIC GRADES
COMMENTS:

YES___NO___ READING TWO OR MORE YEARS BELOW GRADE LEVEL
COMMENTS:

YES___NO___ COMPUTATIONAL SKILLS TWO OR MORE YEARS BELOW GRADE LEVEL
COMMENTS:

YES___NO___ PARENT INVOLVEMENT IS NEGATIVE OR PASSIVE
COMMENTS:

YES___NO___ CHRONIC ABSENCE OR TRUANCY PATTERN
COMMENTS:

YES___NO___ FINANCIAL CONDITION OF FAMILY IS DEPENDENT UPON PUBLIC ASSISTANCE
COMMENTS:

YES___NO___ REACTS NEGATIVELY TO SCHOOL AUTHORITY FIGURES OR RULES
COMMENTS:

YES___NO___ LITTLE OR NO INVOLEMENT IN SCHOOL EXTRA CURRICULAR ACTIVITIES
COMMENTS:

Additional Identification Tools

Additional tools that the counselor can use or have access to in the process of identifying the disadvantaged student are as follows:

- Ancedotal records
- Autobiographies
- Case studies
- Case conferences
- Contacts with community agencies
- Home visits
- Interviews with parents
- Interviews with students
- Personal data blanks
- Physical examinations
- Student daily schedules
- Questionnaires
- Rating scales
- Records from former schools
- Reports of school progress
- Sociodrama - role playing episodes
- Sociometric techniques
- Teacher comments
- Tests:
    - Standardized Aptitude
    - Standardized Achievement
    - Group Intelligence
    - Individual Intelligence
    - Projective Tests
    - Reading Readiness
    - Interest Inventories
    - Vocational/Career Batteries

DIAGNOSIS

II. DIAGNOSIS

A. ASSESSMENT OF SPECIFIC NEEDS

1. An Initial Intake Interview Form
2. A Selection of Recommended Standardized Assessment Instruments
3. Sample Student Profile Form

II. DIAGNOSIS

A. Assessment of Specific Needs

1. An Initial Intake Interview Form
2. A Selection of Recommended Standardized Career Asessment Instruments
3. Sample Student Profile Form

II. DIAGNOSIS

Assessment of Specific Needs

Disadvantaged students often suffer from passiveness in exploring possible careers and typically lack desirable models for career success. They frequently choose occupations or training for occupations by accident rather than by exploration of workable alternatives. A vocational assessment approach is needed to assist educationally disadvantaged students to maximize their independence and employability.

Suggested activities to diagnose the specific needs of disadvantaged students should include:

- An Initial Intake Interview (see example on p. 14)
- Compiling of pertinent data and information from existing records
- Observation and charting of learner performance
- Work sample assessments
- Formal testing (test recommendations on p. 15)
- Reviewing/compiling previously collected assessment data
- Performance testing
- Interviewing the learner
- Interviewing the learner's parents
- Development of a student profile (see example p. 21)

Personnel involved in this procedure may include:

- Counselors
- Teachers
- Program director/coordinator
- Parents/guardians
- Support service personnel
- State office of education personnel

During the initial interview, the counselor should carefully observe the student, noting his/her appearance, manor of speech and general attitude. The counselor should make every effort to include the following areas during the interview:

- Ability to communicate
- General home environment
- Relations with teachers/administrators
- Social relations: peers/family members
- Reading ability
- Learning attitudes
- Preferred learning modes
- Career/vocational interest areas
- Goals: short/long term
- Self concept/image

The following intake interview form may be used to give the counselor an overall picture of the student:

INITIAL INTAKE INTERVIEW FORM

NAME:_____ AGE_____

GRADE:_____ HOMEROOM:_____

TEACHER:_____

PLACE A CHECK IN THE SPACE PROVIDED THAT BEST DESCRIBES THE STUDENT'S PERFORMANCE AT THIS TIME.

	ABOVE AVERAGE	AVERAGE	ACCEPTABLE	UNACCEPTABLE	COMMENTS
GENERAL HOME ENVIRONMENT					
RELATIONS WITH FAMILY MEMBERS					
RELATIONS WITH TEACHER/ADMIN					
SOCIAL RELATIONS WITH PEERS					
READING ABILITY					
LEARNING ATTITUDES					
PREFERRED LEARNING MODES					
CAREER INTEREST AREAS					
GOALS: SHORT/LONG TERM					
SELF CONCEPT/IMAGE					

A Selection of Recommended Standardized Career Assessment Instruments

(* available at NJOCRC)

Counselors should utilize tools designed to measure student interest, assess skills and project possible career fields. Tests selected should provide immediate feedback to students. They should be visually attractive, offer appropriate reading levels, and have short administration times. Included in this section is a sample list of recommended standardized instruments with a brief description of each.

Attitude Scales:

* Career Maturity Inventory
CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

The Career Maturity Inventory measures the maturity of attitudes and competencies that are critical in realistic career decision making. The CMI provides two types of measures: attitude and competence. Appropriate for 8th grade and up.

PAYES - Program for Assessing Youth Employment Skills, 1979
Educational Testing Service
Princeton, NJ 08541

PAYES contains measures of attitudes concerning job-holding skills, supervision and self-confidence; cognitive measure of job knowledge, job-seeking skills and practical reasoning, and a Vocational Interest Inventory. The measures are designed for adolescents and young adults with low verbal skills.

Interest Tests:

* Career Assessment Inventory (CAI), 1976
by Charles B. Johannson, Ph.D.
National Computer Systems
4401 West 76th St.
Minneapolis, Minnesota 55435

The CAI was developed to span the vocational spectrum of occupations requiring less than a four-year college degree. The reading level is eighth grade.

* Career Planning Program, 1974
American College Testing Program
Houghton Mifflin
Boston, Massachusetts

The Career Planning Program assesses a student's experiences, interests, and abilities and helps the student identify and explore career options. The student report relates measured interests and abilities to job clusters and job families.

* California Occupational Preference System (COPS), 1976
II - Intermediate Inventory
Edits
PO Box 7234
San Diego, CA 92107

The COPS Intermediate Inventory provides a measure of interests based on knowledge of school subjects and activities familiar to elementary and intermediate students as well as those at higher grade levels who are deficient in reading or language skills.

IDEAS: Interest Determination, Exploration and Assessment System, 1978
by Charles B. Johannson, Ph.D.
National Computer Systems
4401 West 76th St.
Minneapolis, Minnesota 55435

This is a short, hand-scorable interest inventory. The items cover school subjects, occupational titles and activities. A student can answer all the items, score the inventory, and profile the results in minutes. Appropriate for grade 6 and above.

* Kuder Occupational Interest Survey (Form DD)
by G. Frederic Kuder
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

This survey has a sixth grade reading level. It is intended for use as part of a comprehensive exploratory program that will help provide the person with a foundation for making various important decisions at appropriate points in his or her educational career.

Personality Research Form E (P.R.F.)(Form E)
Research Psychologists Press, Inc.
P.O. Box 984
Port Huron, Michigan 48060

The PRF (Form E) is designed to yield a set of scores for personality traits broadly relevant to the functioning of individuals in a wide variety of situations. It is primarily focused upon areas of normal functioning. The form is hand scored and contains 22 scales comprised of 352 items to be answered true or false. The PRF can be used from 6th grade up.

* P.I.E.S. - Picture Interest Exploration Survey
Educational Achievement Corporation
P.O. Box 7310
Waco, Texas 76710

The P.I.E.S. is a career-interest inventory presented in a visual, non-reading format. It is designed to help students investigate their vocational interest and apply this information to their career goals. Occupations are represented on 160 color slides.

Self-Description Inventory (SDI) (Form E), 1979
by Charles B. Johannson, Ph.D.
National Computer Systems
4401 West 76th Street
Minneapolis, Minnesota 55435

The SDI is designed to measure individual differences concerning personality and vocational preferences. It provides counseling and selection information that is especially useful when a relatively

quick and easy-to-administer inventory is desirable in counseling. Appropriate for 8th grade and up.

* The Self-Directed Search (SDS) (Form E), 1979
by John L. Holland, Ph.D.
Consulting Psychologists
577 College Avenue
Palo Alto, CA 94306

The SDS is a self-administered, self-scored, and self-interpreted vocational counseling tool. An individual obtains an occupational code by filling out the assessment booklet. This code is used to locate suitable occupations in the occupational classification booklet. Form E was developed for adolescents and adults with limited reading skills.

* Vocational Interest Experience and Skill Assessment (VIESA), 1976
by American College Testing Program
Houghton Mifflin
Boston, Massachusetts

The VIESA involves students in immediate self/career exploration. This assessment tool is self scoring and translates student results into specific occupational suggestions. It uses data, ideas, people, and things. Dimensions underly the Dictionary of Occupational Titles to integrate information about self and occupations appropriate for grades 8 through 12.

What I Like to Do, 1975
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

This instrument is an interest inventory standardized on a nation-wide basis, for use in grades 4 through 7. It is designed for educational utility, with special attention to curriculum and guidance needs, and can be administered and easily scored by the classroom teacher. The inventory yields an interest pattern for each child in eight significant areas comprising both in-school and out-of-school activity preferences.

Achievement/Aptitude Tests:

* Differential Aptitude Tests (DAT) (Forms S and T), 1974
The Psychological Corporation
304 East 45th Street
New York, New York 10017

The DAT aids in educational and career development. Eight tests are available in the series. These are: Verbal Reasoning, Numerical Ability, Abstract Reasoning, Clerical Speed and Accuracy, Mechanical Reasoning, Space Relations, Spelling, and Language Usage.

Tests of Adult Basic Education (TABE), 1976
CBT/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

These are achievement tests in reading, mathematics, and language. The three levels of TABE allow selection of appropriate tests for students who function at different levels of proficiency.

At the completion of the initial intake interview and any administered assessment procedures, the counselor should glean the following information to be used in the development of a composite student profile: (see sample on p. 21)

- Personal data
- Cumulative record data
- General behavior patterns
- Interest areas - career/vocational
- Pertinent intake interview data
- Assessment data
- Teacher input
- Summation
- Recommendations

SAMPLE STUDENT PROFILE FORM

NAME:_____ AGE:_____

GRADE:_____ HOME ROOM:_____

ADDRESS:_____

_____

PHONE: ( )_____ HOME: ( )_____

TEACHER:_____

FATHER'S OCCUPATION:_____ MOTHER'S OCCUPATION:_____

CUMULATIVE RECORD DATA:

AGE COMPARED TO GRADE LEVEL:_____

DAYS ABSENT:_____ DAYS LATE:_____

OF SUSPENSIONS:_____ REASONS:_____

_____

OF EXPULSIONS:_____ REASONS:_____

_____

INTEREST LEVEL IN SCHOOL WORK: LOW 1 2 3 HIGH

EXTRA-CURRICULAR ACTIVITIES:_____

ACADEMIC GRADES: _____

READING LEVEL:_____

SOURCE OF DATA:_____

COMPUTATIONAL SKILLS:_____

_____

SOURCE OF DATA:_____

COMMUNICATION SKILLS:_____

_____

SOURCE OF DATA:_____

DEGREE OF PARENTAL INVOLVEMENT: LOW 1 2 3 HIGH

APPROXIMATE FAMILY INCOME LEVEL: _____

INTAKE INTERVIEW: _____

_____

_____

ASSESSMENT DATA: _____

_____

_____

TEACHER INPUT: _____

_____

SUMMATION: _____

_____

_____

RECOMMENDATIONS: _____

_____

_____

PRESCRIPTION

III. PRESCRIPTION

A. SEVEN RECOGNIZED NEEDS WITH A LIST OF PRESCRIPTIVE ACTIVITIES AND AVAILABLE RESOURCES

B. SCHOOL AND COMMUNITY REFERENCES

C. DEVELOPING A RESOURCE INVENTORY

1. Sample Letter
2. A Community Survey Form
3. A School Resource Inventory Form
4. Community Resource Data Cards
5. List of Agencies and Organizations

III. PRESCRIPTION

A. Seven Recognized Needs: Prescriptive Activities and Available Resources

B. School and Community References

C. Developing a Resource Inventory
   1. Sample Letter
   2. Community Survey Form
   3. School Resource Inventory
   4. Community Resource Data Cards
   5. List of Agencies and Organizations

III. PRESCRIPTION:

In order to successfully meet the needs of the disadvantaged population, a variety of counseling strategies, activities, techniques and resources should be employed. As with any special group of students, such as the disadvantaged, physically handicapped, gifted or learning disabled, counselors must be flexible in their counseling strategies.

The counselor's role in determining the appropriate prescription for the right problem must include the development of an instrument for identifying disadvantaged students and assessing deficiencies. Through a broad program of pupil identification, intensive counseling, career awareness, work experience, academic remediation and prescriptive activities, the counselor can assist the disadvantaged by helping them to build stronger self concepts and by devising special plans to meet their special needs.

Taking these factors into consideration, this section of the handbook has been designed to suggest effective strategies and "interventions to be used by counselors" that will address student needs in the areas of self awareness, career awareness and exploration, values clarification, decision making skills and job placement. Educating parents, community members, teachers, administrators and local Boards of Education is another important factor that will greatly contribute to the success of the program. Therefore, a section has also been included to enhance public awareness of the needs of disadvantaged youth.

Seven Recognized Needs: Prescriptive Activities and Available Resources

This section of the guidebook provides counselors with an outline of suggested activities to address the recognized needs of disadvantaged students. For each of the seven needs listed below are prescriptive counseling activities and available resources to compliment the activities. Those resources marked with an asterick (*) are available for loan from the N.J. Occupational/Consumer Resource Center, (E.I.C./C's Edison Program), Building 871 - Plainfield Avenue, Edison, NJ 08817 (201-985-7769). The activities and resources included in this section are intended as an illustrative rather than a comprehensive list.

Needs

1. The disadvantaged student has a need to develop a positive self image by becoming aware of and utilizing personal interests, attitudes, strengths and weaknesses.

2. The disadvantaged student has a need to clarify values related to school and work experience.

3 The disadvantaged student has a need to acquire decision-making skills.

4. The disadvantaged student has a need to explore various career options.

5. The disadvantaged student has a need for job acquisition and job retention skills.

6. The disadvantaged student has a need for a special curriculum.

7. Educators, parents, community members and potential employers should be able to recognize the special needs of the disadvantaged.

NEED # 1

The disadvantaged student has a need to develop a positive self-image by becoming aware of and utilizing personal interests, attitudes, strengths and weaknesses.

Prescriptive Activities

- Conduct individual counseling sessions to discuss results of educational/psychological tests, academic progress, interest inventories, checklists and attitudinal scales.
- Conduct counseling activities that will help the student set realistic goals.
- Develop an individualized program based on needs and realistic goals to include student input.
- Provide positive, successful learning experiences to counteract past failures.
- Encourage participation in extra-curricular activities to motivate the potential drop out to remain in school.
- Selectively schedule students for classes with teachers who demonstrate a sensitivity to their special needs.
- Employ a variety of counseling techniques in working with individuals/groups.

Resources: Need #1

Audio-Visual Materials:

Career Development for Primary Grades

Education Design, St. Paul, Minn., 1976
Self-awareness program to help students explore their own characteristics and become better acquainted with their own strengths and weaknesses.

References in Print:

Behavior Modification

Godfried, M.R. and Merbaum M. Behavior Change Through Self-Control New York: Holt, Rhinehart and Winston, 1973.

Krumboltz, J. and Krumboltz, H. Changing Children's Behavior. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Mancheck, P. and Mancheck, S. Personalized Behavioral Modification: Practical Techniques for Elementary Educators. West Nyack, New York: Parker Publishing Company, 1976.

Patterson, G.R. "Behavioral Intervention Procedures in the Classroom and in the Home". In Bergen, A.E. and Garfield, S.L.' (Eds.) Handbook of Psychotherapy and Behavior Change. New York: Wiley, 1971.

Thoresen, C.E. and Mahoney, M.J. Behavioral Self-Control. New York: Holt, Rinehart and Winston, 1974.

Reality Therapy

Glasser, William. Reality Therapy: A New Approach to Psychiatry. New York: Harper and Row, 1965.

Glasser, William. Schools Without Failures. New York: Harper and Row, 1965

Glasser, William. Positive Addiction. New York: Harper and Row, 1976

Other

Bolles, R. and Crystal, J. Where Do I Go From Here With My Life? Analysis of Personal Characteristics. Ten Speed Press: PO Box 7123, Berkeley, CA 94707, 1978

What Color Is Your Parachute
Bolles, Richard N.
Berkeley, CA 94707: Ten Speed Press, 1979

Educational Improvement Center/Central, A Resource Guide for Schools: Career Information Offered by Central Jersey Businesses and Industries. 1981.

Games/Kits/Activities:

Career Insights and Self-Awareness Game
(Grades 4-6) Houghton Mifflin, 110 Tremont St. Boston, MA 02107 1973
Allows players to make choices about where they feel they are in such areas as interests, life goals, certain life situations and abilities and interests.

Choices
(Jr. and Sr. High) Pennant Education Materials, 8265 Commercial St. Suite 14, La Mesa, CA 92041 1975
A group of 26 Learning Activity Packages designed to lead students to an understanding of themselves, their skills, and their goals.

Developing Understanding of Self and Others
(Grades K-4) American Guidance Service, Circle Pines, Minnesota
The two DUSO programs utilize story books with cassettes, posters, and puppets to encourage health, social and emotional development.

The Ungame -Tell It Like It Is
(Primary to Adult). Ungame Co., 1440 State College Blvd., Bldg. 2-D, Anaheim, CA 92806 1976
Allows people to share their feelings and thoughts.

Wrenn, C. Gilbert. Contemporary Concerns of Youth. Circle Pines, Minnesota: American Guidance Service
An indispensable resource containing activities for grades 7-12 that deal with topics vital to career counseling programs.

NEED #2

The disadvantaged student has a need to clarify values related to school and work experience.

Prescriptive Activities

- Encourage the development of positive work values.
- Incorporate activities to improve interpersonal relationships and time management skills.
- Provide group guidance activities on topics relating to values clarification.
- Design activities that will enable students to recognize the relationship of interests, aptitudes and achievements to the realization of career goals.
- Organize and conduct small group counseling sessions on a needs/interest basis to promote personal growth and development.
- Have students identify/describe personal values by using values appraisal scales and exercises.
- Introduce students to bibliotherapeutic techniques as a means of resolving value conflicts.
- Use open-ended stories and filmstrips to analyze values in today's society.

Resources: Need # 2

Audio-Visual Materials:

The Coleman Report: Equality of Educational Opportunity
(16mm Film-55 minutes - black and white - cleared for T.V.)
U.S. Office of Education, 400 Maryland Ave., S.W. Washington DC 20202 1966
Dr. James Coleman's findings indicate that quality education rests on a new concept - that of integration along economic class lines. The study shows that only when the disadvantaged child is placed with middle class children will he learn to perform at the top of his ability to meet the demands of middle class America.

Donald Duck's Elementary Guidance Series
(Filmstrips/Cassettes) (Grades K-6)
Walt Disney Educational Media Co., 500 So. Buena Vista St., Burbank, CA 91521
Four filmstrips/cassettes designed to help young students appreciate themselves and become sensitive to others. The filmstrips present an approach for differentiating good from bad that will help in the development of conscience.

Meaning In Your Life
(Filmstrips/Cassettes) (Grades 4-6)
Pathescope Educational Media, Inc., 71 Weyman Ave., New Rochelle, NY 10802
Filmstrips and role-playing activities enable students can provide input regarding values and decisions in achieving individual goals.

School Drop-Outs
(2 color filmstrips/2 LP records/teacher's guide) (Upper grades)
Prentice Hall Media, Educational Book Div., Englewood Cliffs, New Jersey 07632, 1978
Why do teenagers drop-out of school? Evidence suggests the reasons are multiple: family problems, economic difficulties, early marriage, or perhaps a simple case of boredom. School, for many, just isn't challenging enough for meeting their needs. These filmstrips examine the continuing, national drop-out problem and its effect on us all.

The Tenement
(Black and white film - 40 minutes - not cleared for TV) CBS, 1979
HCG (grade level)
Nine families in a ghetto tenement are the subject of this CBS Reports Documentary filmed over an eight month period on Chicago's Southside. Some of the tenement residents talk of their dreams of a "richer, sweeter life out there." This film conveys the hopelessness and despair of poverty and its special impact on the black American.

References in Print:

Values Clarification

Glaser, Barbara and Kirschenbaum, H. "Using Values Clarification in Counseling Settings", Personnel and Guidance Journals. 1980, 58, 569-574.

Hall, B. Values Clarification As a Learning Process. New York: Paulist Press, 1973.

Simon, S.B. Meeting Yourself Halfway: 31 Values Clarification Strategies for Daily Living. Niles, Illinois: Argus Publications, 1974.

Simon, S.B., Leland, W.H. and Kirschenbaum, Howard. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., Inc., 1972.

Tyler, Leona. "Values Clarification - A Reaction." Personnel and Guidance Journal. 1980, 58, 574-575.

Wrenn, C. Gilbert. "A Commentary on the Role of Values in Counseling Situations." Personnel and Guidance Journal, 1980, 58, 583-584.

Other

Cohen, L. Choosing to Work. New York: Reston, 1979
Positive approaches for overcoming specific biases such as racial discrimination, physical handicaps, a police record, and lack of a high school diploma are reviewed.

Eductional Improvement Center/Central, A Resource Guide for Schools: Career Information Offered by Central Jersey Business and Industries. 1981

Games/Kits/Activities:

Auction: Lifestyles
(Grade 7 - Adult) Creative Learning Systems, 936 C St. San Diego, CA 92101, 1979.
Players bid on value-oriented personal choices.

Neighborhood
(Grade 3 - 7) Games Central, 55-C Wheeler St., Cambridge, MA 02138
Four different ethnic groups plan a neighborhood similar to Boston's Northend.

"Values Appraisal Scale"
Succeeding in the World of Work. Bloomington, Illinois: McKnight Publishing Co., Grades 9-12, 1975.

Urban Life Simulation - GHETTO
School Service, P.O. Box 802, Culver City, California 90230
Greade 7 - College, 1970

Model Programs:

Project Outreach - Sheridan School District, Sheridan, Colorado
Project Outreach is a dropout prevention program for disadvantaged youth. The program strives to improve grades, attitude and attendance. Work experience and occupational training are components of this program.

NEED #3

The disadvantaged student has a need to acquire decision making skills.

Prescriptive Activities

- Conduct individual; group; peer; classroom guidance and counseling sessions that emphasize decision-making techniques.
- Have students identify and state personal goals as part of making career decisions.
- Provide information that will help students identify and use resource information in making career decisions.
- Have students identify the sequence of steps to be taken and the factors to be considered in career planning.
- Encourage students participation by focusing in on decision-making skills through:
    - Simulation games
    - Brainstorming sessions
    - Role-playing activities
    - Puppetry
    - Filmstrips/slide presentations
    - Open-ended discussions
    - Viewing public broadcasting programs
    - Trial and error experiences

Resources: Need #3

Audio-Visual Materials:

Exploring Career Decision-Making (ECDM)
(Filmstrips/Cassettes)
McKnight Publishing Co., 301 Prospect Rd., Bloomington, Illinois 61701
Eighteen filmstrips/cassettes which focus on exploration and decision-making skills and show how others deal with their own career development.

Will Power! Step-by-Step Decision Making
(1 color filmstrip/cassette/poster/6 spirit duplication masters/teacher's guide)
Argus Communications, 7440 Natchez Ave., Niles, Illinois 60648, 1977.
Designed to show students how too many goals, bad habits, and emotions can block their efforts to make decisions and act on them.

References in Print:

Torrance, E.P. and Torrance, P. "Combining Creative Problem-Solving with Creative Expression Activities in the Education of Disadvantaged Young People." The Journal of Creative Behavior, 1971,6, 1-10.

Weintraub, R; and Krieger, R. Beyond the Easy Answer: Exploring New Perspectives through Creative Problem Solving. New York: Zenger Publications, 1977.

Games/Kits/Activities:

Career Decisions Game
(Grade 4 - 9)
Players simulate a 12th grade high school student who has to make career decisions.

Career Directions - Decision Making for Career Development
(4 cassettes/student response booklets)
S.R.A., 259 E. Eric St., Chicago, Illinois 60611
Planning for career decisions.

Decisions and Outcome
(Senior High School)
College Entrance Examination Board, New York, 1973
A kit on decision-making stressing the main elements of decision-making.

Exploring Career Decision-Making (ECDM)

McKnight Publishing Co., 301 Prospect Rd., Bloomington, Illinois 61701

Fifteen self-contained units for individualized exploration which encourages students to get involved in decision-making strategies.

Hannibal Earns and Spends Game

(K - 12)

Demonstrates that money is acquired by earning. Once money is acquired, decisions must be made as how to spend it.

Model Programs:

Project H.E.A.R. (Human Educational Awareness Resource), Willingboro, N.J.

Project HEAR consists of a career education curriculum for grades 4 - 12, providing students with a wide range of information for making career decisions. The focus includes three parts:

1. Extending the knowledge of one's own ability (needs, skills, strengths, aptitudes, motivations) to correlate with occupational choice.

2. Extending the knowledge of available careers.

3. Creating exercises which eliminate career stereotypes and promote experiences in choosing careers.

Contact: Joe Geller, President
Cogent Associates
575 Ewing Street
Princeton, N.J. 08540
(609) 921-1484

Career Resource Center - Succasunna, N.J.

The program offers a Job Placement Office, Career Resource Center, and Evening Counseling Program. Besides traditional job placement, the program involves in-school work projects, summer youth employment and an educational support system that combines summer school with career exploration.

Contact: Director of Guidance Services
45 South Hillside Ave.
Succasunna, N.J. 07876

Project World-Ed: World of Related Knowledge and Educational Development, Hackettstown, N.J.

This program stresses individual and group guidance services relative to career awareness and vocational interests. The program includes: curriculum implementation for communications courses of study; curriculum implementation in at least five of the 12 career courses of study, including career guidance; participation in two training workshops; community involvement; guest speakers and field trips.

Contact: Hackettstown High School
Warren Street
Hackettstown, N.J. 07840

NEED #4

The disadvantaged student has a need to explore various career options.

Prescriptive Activities

- Use community resources to expand the student's career awareness.
- Sponsor guest speakers from the private and public sector.
- Schedule field trips and on-site visitations.
- Arrange for students to do volunteer work in community service organizations.
- Create job sites for disadvantaged youth.
- Visit local colleges and vocational schools.
- Offer curriculum that will promote career growth and development.
- Expose students to the 15 career clusters as defined by the U.S. Office of Education.
- Plan a Career Day to bring outside resources into the school.
- Provide opportunities for family career exploration.
- Display available pamphlets, posters, magazines and books on different careers.
- Develop Career Trading Cards.
- Provide for the elimination of sex role stereotyping and exploration of non-traditional occupations.
- Implement programs which offer career education and labor market information.
- Establish career information centers with audio-visual equipment and resource materials, and conduct job-related field trips.
- Provide on-site supervision and daily support contact for students who participate in work study programs.

- Implement work experience programs directly related to career objectives and probabilities of employment with the help of the following:

Programs	Director/Supervisor	Telephone
Technology for Children (T4C)	Mr. Richard Harnack	609-452-2258
Introduction to Vocations (IV)	Mr. John W. Williams	609-292-5622
Employment Orientation (EO)		609-292-5720
Work Experience Career Exploration Program (WECEP)	Ms. Sandra Streeter	609-292-5720
Vocational Guidance and Counseling	Ms. Shirley Morton	609-292-5622
Industrial Arts (IA)	Mr. Richard Callan	609-292-5720
Work Study	Mr. Donald D. Jones	609-292-5820
Learning Exchange Program (LEX)	Mr. Donald D. Jones	609-292-5820
Disadvantaged Program Services	Mr. Rupert Brewster	609-292-5720
Cooperative Vocational-Technical Education	Mr. E. Weston Pfeiffer	609-292-6570
CETA Programs	Mr. Robert D. Jacoby	609-292-6594
Coupled Work-Study Programs	Mr. Donald D. Jones	609-292-5820

Resources: Need #4

Audio-Visual Materials:

Career Awareness Filmstrip Library
(Filmstrip/Cassettes) Grades 1-6
Opportunities for Learning, Inc., Chatsworth, CA 91311
Six filmstrips/cassettes acquainting children with job opportunities in a non-sexist, non-biased presentation of on-the-job scenes in each occupation.

Career Directions Multi-Media Kits
(Complete Series: 12 color filmstrips, 12 cassettes 12 duplicating masters, 180 student booklets, 12 transparencies, 6 teacher's guides)
Changing Times Education Service 1729 H Street, N.W., Washington, D.C. 20006, 1978.
A series on career education designed to help students decide on a career, and analyze their needs, abilities, and suitable employment opportunities.

Career Education Clusters
(16 color filmstrips, 16 cassettes, teacher's guide)
Westinghouse 2400 Ardmore Blvd., Pittsburgh, PA 15221, 1976
Series introduces the concept of career clusters, examines fifteen areas, and discusses the factors to be considered when choosing a career.

Career Related Multi-Media Resources
Catalog of available 16mm films for loan from the N.J. Occupational Resource Center, Edison, NJ 08817
Catalog previews 636 opportunities which could strengthen your preparation program.

Careers That Help People (I and II)
(Grades 4-8) (Filmstrips/Cassettes)
Learning Tree Filmstrips, PO Box 1590, Boulder, Colorado 80306 1975
Eight filmstrips/cassettes presenting technical careers through enthusiastic speakers.

Charlie Brown's Primary Career Education Program
(Grades 2-6) (Filmstrips/Cassettes)
Random House, Dept. 01776, 400 Hahn Rd., Westminster, Maryland 1978
Filmstrips, discussions and a follow-up written activity to present the importance of education, the value of work and job market trends.

Ideas for Careers
(K - 12)
Burke, K. and Julie Kranhold. Fearon Bulletin Board Series, Fearon Publishers, 6 Davis Dr., Belmont, California 94002
A valuable resource useful in creating exciting bulletin boards.

Succeeding in the World of Work
(Filmstrips/Cassettes)
McKnight Publishing Co., 301 Prospect Rd., Bloomington, Illinois 61701 1976
Twelve filmstrips/cassettes which extend the textbook program and helps integrate career information into other courses.

The Valuing Approach to Career Education
(Multi-Media) (K -2, 3-5, 6-8 Series) 1973
Education Achievement Corporation, P.O. Box 7310, Waco, Texas 76710
A multi-media system including puppets, filmstrips, games and story books to be used as an integral part of the existing curriculum. The activities are designed to teach vital career education concepts and specific thinking skills.

Understanding Jobs and Careers
(Grades 5 - 9) (Filmstrips/Cassettes)
Learning Tree Filmstrips, P.O. Box 1590, Boulder, Colorado 80306
Four filmstrips/cassettes which present a vast panorama of jobs and careers and how a job can become a career.

When I Grow Up I Want To Be
(Grades 2,3,4)
Fraz, Ellen, Milliken Publishing Co., St. Louis, Missouri.
Duplicating masters that can be used as career awareness activities.

Why We Work
(Filmstrips/Cassettes) (Grades 4-6)
Learning Tree Filmstrips, P.O. Box 1590, Boulder, Colorado 80306
Four filmstrips/cassettes which logically develops the need for work in our society.

Youth Unemployment: Causes and Consequences
(1 color filmstrip, 1 cassette, 1 spirit duplication master, teacher's guide) (Upper Grades)
Educational Enrichment Material, 110 S. Bedford Road, Mt. Kisco, NY 10549, 1979
Explores proposed solutions to the problem in the context of the current economic scene.

References In Print:

If You Don't Know Where You're Going, You'll Probably End Up Somewhere!
Campbell, David P., Argus Publications, 7440 Natchez Ave., Niles, ILL 60648, 1974.

Career Ideas (County Newsletter) County Career Education Office - N.J. Department of Education, 97 Bayard Street, New Brunswick, NJ 08901

Career World Magazine
(Grades 4 - 6)
Curriculum Innovations, Inc., 3500 Western Ave., Highland Park, ILL 60035
A magazine that provides career exploration activities.

Drennan, William, D., ed. The Fourth Strike: Hiring and Training the Disadvantaged.
New York: American Management Association, 1970.

Eddy, A., and Gierman V. Careers: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. Educational Service Inc., PO Box 219, Stevensville, MI 49127, 1977

Gannaway, T. et al. "A Predictive Validity Study of a Job Sample Program with Handicapped and Disadvantaged Individuals". Vocational Guidance Quarterly, 29 (1), 4-11.

Maloney, M.L. Career Capers. PO Box 398, Manhattan Beach, CA: Teachers Press.
This is a book geared to elementary and junior high students that contains various activities for career exploration.

Mitchell, J.S. The Classroom Teacher's Workbook for Career Education (7-12) New York: Avon, 1979

Phelps, Allen L. and Ronald J. Lutz. Career Exploration and Preparation for the Special Needs Learner. Boston: Allyn an Bacon, Inc., August 1979.

Games/Kits/Activities:

Careers
(Upper Elementary Grades-Adult) Parker Brothers, 190 Bridge St., Salem, MA 01970
Popular board game which allows the players to decide what they want out of life, and then strive for money, fame and happiness.

Career Calendar
Occupational Awareness, Los Alamitos, CA 90720
An effective public r[illegible]tions tool in which there are occupational groupings each month that include job clusters, as well as subject matter areas.

The Career Game
Educational Progress, Division of Education Development, PO Box 45663, Tulsa, OK 74145 1970 (7-12)
Programmed trip through 400 cards, all related to careers.

Career Directions
Changing Times Educational Service, 1974, (7-12)
Planning for career decisions.

Cluster Game

Education Achievement (6-8)

Aids in conducting personal career exploration through board game.

Compulearn

Compulearn, Inc. 1972 (K-12)

Occupational question/answer board.

Johnny & Judy Career Orientation Booklets

(Grades 3-5) Careers Inc., P.O. Box 135, 1211 10th St., S.W., Largo, Florida 12110

A series of booklets and activity sheets to introduce and stimulate interest in the major job clusters.

The Language of Work

(Cassettes/Transparencies) (Secondary Level)

Opportunities for Learning, Inc., Chatsworth, CA 93111

Fifteen cassettes, twelve transparencies and student's record books present skills that are common to a variety of jobs.

Occu-File

(Grades 3-8) Occupational Awareness, Los Alamitos, CA 90720

The three Occu-files contain mini-briefs and activities to be used as a self-counseling tool.

Occu-File 1 for grades 3-5 introduces students to an awareness of the world of work.

Occu-File 2 for grades 6-8 helps determine the students' future educational consideration in terms of work.

Sex Fairness in Career Guidance (Upper Grades)

ABT Associates, 55 Wheeler St., Cambridge, Mass. 02138, 1975.

A learning kit with duplicating masters and manual for counselors, teachers of high school, and adult school to aid in the elimination of sex-role stereotyping in making career choices.

Model Programs:

Career Analysis and Planning, Woodbridge, NJ

This program is designed to meet the career development needs of out-of-school youth and adults who are underemployed, unemployed or returning to the labor force.

Contact: Bernard Novick, Assistant Director
Career Planning and Continuing Education
Woodbridge Twp. School District
PO Box 428, School Street
Woodbridge, NJ 07095

CAVE: Career and Vocational Education, Metuchen, NJ

Placement of students in actual job stations is a key component of the project. Each student receives individual or small group counseling. This is done to help assess and understand personal characteristics, feeling, attitudes, abilities, and interests. Job placement is provided where possible.

Experience Based Career Education (EBCE), Developed by four educational laboratories:

1. Appalachia-Charleston, West Virginia
2. Far West Laboratory - Berkeley, California
3. North West Regional - Portland, Oregon
4. Research for Better Schools - Philadelphia, PA

EBCE is a response to the need for career counseling that would enable students to make rational choices about careers and life goals. It uses the community as a source of potential educational experiences.

Project LIVES, Asbury Park, NJ

Designed to improve and develop self concept, vocational skills, life skills and provide "Hands on Experiences", the core of this program is career awareness. The program is for classified youngsters.

Contact: Asbury Park High School
Sunset Avenue
Asbury Park, NJ 07712

Project STAY, St. Louis, MIssouri

The purpose of Project STAY is to identify students who are potential dropouts, determine their individual needs and develop programs to meet those needs. The components consist of work study programs, increased guidance services, continued education for school age parents, social and personal development classes for students who have difficulty adjusting to the regular classroom, instructional and curriculum revision, and an extensive program of after school activities.

Contact: St. Louis School District
St. Louis, Missouri

Youthwork: Career Planning and Dropout Prevention, Jersey City, NJ

This project tries to prepare young people for careers and work. The project seeks to integrate the efforts of various agencies and resources to deliver an effective career orientation and work preparedness program.

Contact: Jersey City Board of Education
88 Clifton Place
Jersey City, NJ 07302

NEED #5

The disadvantaged student has a need for job acquisition and job retention skills.

Prescriptive Activities

- Stress importance of positive work values in increasing levels of employability.
- Familiarize students with job-seeking techniques.
- Review the procedures to be used during job interviews.
- Offer student seminar dealing with employment orientation and job placement.
- Develop role-playing activities centering around job interviews and appropriate work behavior.
- Prepare contracts, learning activity packets, and thematic units dealing with employability skills.
- Provide opportunities for filling out job applications and applying for social security numbers.
- Review the process of securing working papers.
- Incorporate activities to improve interpersonal relationships and time management skills.
- Provide orientation for school-related work study programs.

Resources: Need # 5

Audio-Visual Materials:

Entering the World of Work (Special Needs)
(Filmstrip/Cassettes)
McKnight Publishing Company, 301 Prospect Road, Bloomington, IL 1979

Twelve filmstrips/cassettes geared to the special needs student which focuses on job-seeking skills.

Goofy Goes to Work
(Filmstrip/Cassettes) (Grades 7-12)
Walt Disney Educational Media Co., 500 So. Buena Vista St., Burbank, CA 81521 1976

Six filmstrips/cassettes which teach the basics of finding and keeping a job.

References in Print:

Anema, D. Don't Get Fired!, California: Janus Publishing, 1978
13 ways to hold your job. A low reading level book to help students develop good working attitudes about their jobs, such as responsibility, initiative, punctuality, and cool-headedness.

Expanding Employment Opportunities for Disadvantaged Youth. Fifth Annual Report to the President and the Congress of the National Commission for Employment Policy. Washington, D.C.: National Commission for Employment Policy, 1979.

Kimbrell, G.; and Vineyard, B.S. Succeeding in the World of Work. Bloomington, ILL.: McKnight Publishing Co., 1970.

Games/Kits/Activities:

Entering the World of Work for Special Needs Students
McKnight Publishing Co., 301 Prospect Rd., Bloomington, ILL 61701

Sixteen professional sets which include student text and activity book. Each set deals with different activities: looking for jobs, adapting to the work environment, advancing on the job and learning adult responsibilities. The reading level is low but has a high interest level.

Janus Job Interview Kit
Janus Book Publishers, 25825 Mission Blvd., Hayward, CA 94544, 1976. (Grade: 9+)

A low reading level kit which provides everything necessary to conduct simulated interviews for 30 entry-level positions in a wide variety of fields.

Model Programs:

Learn and Earn, Tallahassee, Florida

This is an individualized pre-vocational program designed to prevent migrant children of high school age from leaving school. It helps them develop job entry skills through on-the-job training while they attend regular classes.

Contact: Mr. James A. Moore
Title I - Migrant Education Program
Knott Building
Tallahassee, Florida
(904) 488-5470

NEED # 6

The disadvantaged student has a need for a special curriculum.

Prescriptive Activities

- Provide remedial or supplemental instruction to students with academic deficiencies.
- Allow flexibility in scheduling and in the length of school day to accommodate special needs.
- Provide for sequencing of career related courses into the regular school program.
- Establish interdisciplinary teams for teaching major subjects.
- Include Vocational English in the curriculum.
- Supplement reading materials with manuals and forms used in specific job placement.
- Increase basic job vocabulary and knowledge of job concepts.
- Provide drill and practice in reading tasks used during job training or placement.
- Design a teacher-advisors guidance program as a means of supporting students with special needs.
- Develop a disadvantaged learner's instructional team to identify appropriate programs/services available.
- Develop cooperative training plans for using out-of-school and in-school work experiences as part of the learner's instructional program.

Resources: Need #6

Audio-Visual Materials:

Student Motivation Series
(Complete Series - 2 programs/8 color filmstrips/8 cassettes/2 teacher's guides)
Pentagram, 2000 Linda Flora Drive, Los Angeles, CA 90024 1978
Filmstrips are designed to stimulate the learning potential of low achievers in grades 6 - 12.

References in Print:

Anderson, Del. A Guide for the Development and Installation of Occupational Training Programs and Services for Disadvantaged and Handicapped Persons. Charleston, W. Virginia: W. Virginia State Department of Education, Division of Vocational and Technical Education, 1970.

Clinksdale, R.L. and Frye, B.J. "An Articulated Vocational Motivation Program for Students With Special Needs". Journal of Non-White Concerns In Personnel and Guidance, July 1980, 8 (4), 199-203.

Cohen, E.E. A Guide to the Development of Vocational Education Programs and Services for the Disadvantaged. Washington, D.C.: National Committee of Employment of Youth, 1969.

Cohen, Allan S. Teach Them All to Read: Methods and Materials for Teaching the Disadvantaged. New York: Random House Inc., 1969.

"Disadvantaged Move on With Upward Bound" Guidepost, November 20, 1980, 4.

Johnson, Kenneth. Teaching the Culturally Disadvantaged: A Rational Approach, Chicago: Science Research Associates, 1970.

Maxwell, David K., et. al. Career Education: Curriculum Materials for the Disadvantaged. Columbus, Ohio: The Center for Vocational and Technical Education, 1973.

Nist, John. Handicapped English: The Language of the Socially Disadvantaged, Springfield, ILL:: Charles C. Thomas Publishers, 1974.

Ornstein, Allan C. and Vairo, Philip D. How to Teach Disadvantaged Youth, New York: David McKay, 1969.

Passow, A. Henry. Opening Opportunities for Disadvantaged Learners. New York: Teachers College Press, 1970.

Report on Education of the Disadvantaged. Publications, Inc., Suite G012, 2430 Pennsylvania Ave., N.W. Washington, DC

Schools Council for Curriculum and Examination (ed.) Crossed with Adversity: The Education of Socially Disadvantaged Children in Secondary Schools. Englewood Cliffs, NJ: Scholastic Book Services, 1970.

Seay, Donna M. A Teacher's Role with the Disadvantaged. Elmore, Alabama: Draper Correctional Center, N.D. VT 005742

Sessler, Ralph. "Make Room for Disadvantaged in Industrial Arts". Industrial Arts and Vocational Education, November, 1971 LX, 24-26.

State of Oregon. The Role of the Community College in Training the Disadvantaged-Handicapped Student. Final Report. Oregon State Board of Education, Division of Community Colleges and Career Education, Salem, Oregon, 1970, ED042043.

White, William F. Tactics for Teaching the Disadvantaged. New York: McGraw Hill Book Co., 1971.

Model Programs:

Each One - Reach One, Lakewood, NJ

Each One-Reach One involves staff input and identification of students with special needs; development of increased staff empathy for the problems of students; individual counseling for each student identified; and parent effectiveness training.

Contact: Lakewood Public Schools
100 Linden Street
Lakewood, NJ 08701

FLIT: Functional Literacy, Carmel, CA

A comprehensive job-related functional literacy education program for students and adults with low reading skills. It is designed to increase their literacy levels to meet job reading requirements. The program provides them with drill and practice in the types of reading tasks encountered in advanced job training and in future job placement.

Contact: Marsha Shearer, FLIT Program
Human Resources, Research Organization
Western Division
27857 Berwick Drive
Caramel, CA 93923
(408) 625-1347

Teacher Advisors in a Ninth Grade Guidance Program, Hazlet, NJ

The program is designed for ninth graders and utilizes teacher-advisors to meet the special needs of students. The advisors work under the direct supervision of professional guidance counselors. The teacher-advisors work for one class period in the guidance office. The advisors meet with freshmen early in the school year and periodically throughout the year to make the students feel secure in their new environment; to develop in them good attendance and study habits; and to assist them with scheduling. Students with serious problems are referred to the regular counselor.

Contact: William P. McDermott or Robert Dudley
Raritan High School
Hazlet, NJ

Project MACK, Oakland, CA

Focuses on career clusters and career exploration. Components of the program stress attitudinal change and improvement in academic proficiency.

Contact: Oakland Unified School District
Oakland, CA 94606

Project MAS - More Alternatives for Students, Hartford, CT

Project MAS was developed as an agency for change in methods and procedures of working with potential dropouts.

Contact: Hartford Board of Education
Hartford, CT 06103

NEED # 7

Educators, parents, community members and potential employers should be able to recognize the special needs of the disadvantaged.

Prescriptive Activities

- Establish an advisory committee for on-going evaluation of existing programs.
- Establish a steering committee for needs assessment.
- Create job-sites within the community for disadvantaged youth.
- Work cooperatively with community leaders to create a more positive image of the disadvantaged.
- Arrange for guest speakers and field trips from within the community.
- Conduct in-service training for teachers, counselors, administrators and other school personnel on effective strategies to serve the disadvantaged student.
- Solicit support and understanding from parents of disadvantaged students.
- Identify and coordinate the use of various community resources for the instructional program.
- Develop and sponsor a comprehensive community public relations program.

Resources· Need #7

References in Print:

Alabama Agricultural and Mechanical University. Inservice Retraining of Vocational Education Personnel to Amplify and Enhance Disadvantaged and Handicapped Learners. Huntsville, Alabama: Alabama Agriculture and Mechanical University, 1971.

Albright, Leonard; Nichols, Charles and Pindrak, James. Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth. Final Supplemental Document EPDA Project 74122. Kent, Ohio: Kent State University, 1975.

Anderson, R. Students As Real People. New York: Hayden Publishers, 1979.

Birch, Herbert G. and Gussow, Joan D. Disadvantaged Children: Health, Nutrition and School Failure. New York: Harcourt, Brace, Jovanovich Inc., 1970.

Boss, R. What School Administrators Should Know About Vocational Education for Disadvantaged Youth in Urban Areas. Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, VT 013053, 1971.

Bottom, Raymond. The Education of Disadvantaged Children. New York: Parker Publishing Co., 1970.

Brandon, George L. "Research Visibility: Manpower Development, and Voc-Ed for the Disadvantaged." American Vocational Journal, XXXXV, September, 1970, 41-56.

Brickman, William W. and Lehrer, Stanley (eds.) Educating the Disadvantaged: Cultural and Historical Perspectives. New York: John Wiley and Sons, Inc., 1972.

Cortes, Carlos E., (et. al), Understanding You and Them: Tips for Teaching About Ethnicity. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education, 1976.

Cull, John G. and Hardy, Richard (eds.) Problems of Disadvantaged and Deprived Youth. Springfield, Illinois: Charles C. Thomas Publishers, 1975.

Curtis, Samuel M. Education in Agriculture for the Educationally Disadvantaged. University Park, Pennsylvania: Department of Agriculture Education, Pennsylvania State University, 1974.

Davies, Mary F. "A Model for Training Disadvantaged: TAT at Oak Ridge. Tenn." Manpower Research Monograph 29. Washington, DC: U.S. Department of Labor, 1974.

Drennan, William D., (ed.) The Fourth Strike: Hiring and Training the Disadvantaged. New York: American Management Association, 1970.

Expanding Employment Opportunities for Disadvantaged Youth. Fifth Annual Report to the President and the Congress of the National Commission for Employment Policy. Washington, D.C.: National Commission for Employment Policy, 1979.

Foster, Herbert L. Ribbin', Jivin' and Playin' the Dozens: The Unrecognized Dilemma of Inner City Schools. Cambridge, Massachusetts: Ballinger Publishing Co., 1974.

Franklin, Paul L. Education Information and Advisement Services: A Resource Guide for Creating Local Services and Building Statewide Networks. Washington, D.C.: Department of Health, Education and Welfare.

Freck, V. What Vocational Education Teacher and Counselors Should Know About Urban Disadvantaged Youth. Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, VT 023543, 1971.

Gannaway, T. (et al.) "A Predictive Valid Study of a Job Sample Program with Handicapped and Disadvantaged Individuals". Vocational Guidance Quarterly, September 1980, 29 (1), 4-11.

Kay, Evelyn R. (et. al.) Guidelines for Identifying, Classifying and Servicing the Disadvantaged. Washington, DC: National Center for Educational Statistics, 1973.

Losancy, L. Turning People On: How to Be an Encouraging Person. New York: Spectrum, 1977.

Magisos, Joel H. and Schroeder, Paul E. Educational Personnel for the Disadvantaged, Handicapped and Minorities: Information Sources. Columbus, Ohio: The Center for Vocational Education, Ohio State University, 1972.

North Carolina State Department of Public Instruction. Expected Competencies for Teachers of the Disadvantaged and Handicapped. Raleigh, No. Carolina: No. Carolina State Department of Public Instruction, Division of Vocational Education.

Office for Equal Access: Division of Vocational Education and Career Preparation - Publications; New Jersey Department of Education.

1. Directory of N.J. People in Non-Traditional Jobs.
2. Elementary Career Awareness Curriculum.
3. Posters for Equal Access in Vocational Education.

Robinson, Oliver W., and Schmitt, Henry E. What School Administrators Should Know About Vocational Education for Disadvantaged Youth in Rural Areas. Columbus, Ohio: The Center for Vocational and Technical Education, 1971.

Samson, George and Tsuji, Thomas. An In-Service Workshop Program to Upgrade Employment Orientation-Teachers in the Area of Teaching Disadvantaged Students Occupational Skills. Glassboro, NJ: Department of Industrial Education and Technology, Glassboro State College, 1975.

Smith, Althea and Chemers, Martin. "Misperceptions of Motivation of Economically Disadvantaged Employees in Work Settings." Journal of Employment Counseling, March 1981, 18 (1), 24-34.

School and Community Resources *

In addition to the reference material discussed in the previous section, counselors should be aware of the use of other resources in meeting the needs of the disadvantaged.

The use of school and community resources can help to "bridge the gap" between school and society to make education more understandable for the disadvantaged student. In order to effectively capitalize on the expertise of others, specific guidelines can be established. The following are suggested uses of school and community resources. Information for this section has been reprinted in part from Gemmell, P. and Kiss, M. School and Community Resources for Disadvantaged Learners. Maryland State Dept. of Education, Vocational Technical Education, 1979.

Using School Resources:

School resources are available from within the educational hierarchy and educational associations for assisting disadvantaged learners. Instructional aides include printed materials, audiovisual media, equipment, demonstration, speakers, field trips and work experiences. Examples of school support services are classroom assistance, work study coordination, behavior management, diagnostic assessment, therapeutic counseling, motor skill development, instructional consultation, academic tutoring, legislative information and special projects and programs.

School resources are categorized as: (a) building personnel, (b) ancillary personnel and (c) educational hierarchy personnel. Services and typical titles for these personnel occur in the following paragraphs.

Building personnel are support persons who may work with the vocational teacher as members of a "cooperative team". This team may provide specialized in-class support to disadvantaged vocational students as teacher aides, notetakers and interpreters. Building personnel can provide advice and insight about students, programs and instructional resources. These personnel include:

- Occupational teachers
- Work study coordinators
- Job placement specialists
- School nurses
- Reading specialists
- Administrators
- Guidance counselors
- Teachers aides/assistants
- Diagnosticians
- Academic teachers
- School librarians
- Audio-visual specialists
- Bilinguists

Ancillary personnel are persons who provide specialized support services. These services include assessing the student's vocational and academic needs, therapeutic counseling, developing fine and gross motor coordination and assessing hearing and vision problems. In addition, ancillary personnel provide information about the student's home environment, identify current community support services and help to develop special programs. These specialists treat specific aspects of a problem and can help with student adjustment. Selected ancillary personnel are as follows:

- Occupational therapist
- Physical therapist
- Vision and hearing specialist
- Speech therapist
- Vocational evaluator
- Social worker (pupil personnel worker)
- School psychologist
- Special library service personnel

Educational hierarchy personnel are persons who represent agencies that can provide teachers with information about legislation, instructional techniques, special projects and programs. They help in keeping the teacher's knowledge current about educational trends, specialized teacher education programs and inservice workshops. Educational hierarchy personnel are in the county school systems, colleges and universities and state and federal education departments. Typical personnel representing this category are:

- Vocational education supervisors
- Resource/helping teachers
- Teacher educators
- Division of Vocational-Technical Education specialists.
- Vocational Curriculum Research and Development Center personnel.
- Vocational association officials and committee members.
- United States Office of Education personnel
- Vocational Education Advisory Council members

Using Community Resources:

Community resources are available from sources outside of the school hierarchy and educational associations. The types of instructional aids are similar to the school instructional resources. General types of support services available include academic, economic, employment, health, legal, psychological. safety, social, vocational and physical assistance.

Community resources can make important contributions to vocational programs. Included among the benefits are:

- Supplementing the curriculum and instruction.
- Providing skilled resource persons from many fields.
- Giving students firsthand knowledge of occupational areas.
- Making youth more aware of career opportunities.
- Providing the school with equipment and materials.
- Relating class instruction to the environment.
- Developing school and community public relations.

Community resources are divided into four major groups. These groups include (1) federal and state agencies; (2) community agencies and organizations; (3) business, industry and labor organizations; and (4) citizen and special interest groups. Services and examples of these community resources are described in the following paragraphs.

Federal and state agencies have regional and local offices that provide support services to disadvantaged youth. These services include job training, work experience and placement programs, financial support (i.e., supplemental social security income and public assistance), housing, health, community action, youth programs, employment and consumer information, and legal aid. Selected federal and state agencies are listed below.

Federal Agencies

1. Comprehensive Employment and Training Act (CETA)
2. Social Security Administration
3. Community Action Programs (CAPS)
4. Model Cities
5. Department of Health, and Welfare
6. Department of Labor (DOL)
7. Department of Defense (DOD)
8. Civil Service Commission (CSC)
9. Government Printing Office (GPO)
10. Department of Agriculture
11. Office of Economic Opportunity
12. Immigration & Naturalization
13. Job Opportunities in the Business Sector (JOBS-National Alliance of Businessmen)

State Agencies

1. Vocational Rehabilitation
2. N.J. Job Service
3. N.J. Department of Corrections
4. Division of Human Resources
5. Division of Youth/Family Services
6. Public Health Agency
7. Mental Health Agency
8. Civil Service
9. Public Assistance
10. Governor's Committee for Youth Employment
11. N.J. Civil Rights Division
12. N.J. Department of Labor and Industry

Community agencies and organizations provide a variety of local services. These services are identified in local directories and by the local administrating agencies. Local services provided include: (a) youth recreation; (b) counseling and tutoring; (c) employment and job training; (d) foster care placement; and (e) leadership development. Selected agencies are listed below:

- Chamber of Commerce
- Local Housing Office
- Local Youth Work Programs
- YMCA/YWCA
- Goodwill Industries
- Red Cross
- Opportunities Industrialization Centers (OIC)
- Drug Abuse Centers
- Alcohol Programs
- Scouting Organizations

Business, industry and labor organizations provide numerous services. The services include: (a) providing sources for field trips, guest speakers, special demonstrations and equipment and materials; (b) sponsoring job training programs and employment opportunities; and (c) providing occupational and/or product information. Typical businesses, industries, and labor organizations are:

- Sears and Roebuck
- Bambergers
- J.C. Penneys
- McDonalds
- Shop-Rite/Pathmark
- Prudential
- Hoffman La Roche
- N.J. Bell Telephone
- General Motors
- Western Electric
- American Federation of Labor and Congress of Industrial Organizations (AFL-CIO)

Citizen and special interest groups offer unique special services for disadvantaged students and programs. Typical services offered include: (a) scholarship programs, (b) legal aid, (c) day care, (e) transportation, (f) counseling, (g) food and clothing donations and (h) housing programs. A selected list of these groups include:

- Lions Clubs
- Kiwanis
- Rotary
- Churches
- Women's Clubs
- Elks
- Junior Citizens Groups

Certain resources clearly aid instruction, while others provide support services to youth. The vocational teacher should now develop an inventory of usable school and community resources.

Developing A Resource Inventory*

An inventory of resources is essential for program planning and implementation. This section offers suggestions for developing a concise but informative inventory of school and community resources.

The first step involves determining who will participate in developing the inventory. An individual teacher, a group of occupationally related teachers or a group of individuals representing various instructional disciplines within the school may conduct the survey of possible resources. A group with similar occupational interests may record career related resources, while an interdisciplinary team may be needed to develop a comprehensive inventory of resources usable within the entire school.

The second step is to develop a resource inventory form. The resource inventory should be divided into school and community sections. These sections may be further divided into sources related to instruction and support services for the disadvantaged vocational learner.

The third step involves identifying possible school and community resources. Information may be collected from existing educational resource lists, occupational and community directories and various school and community groups.

Additional information is available in the telephone system yellow pages, trade/technical journals and professional education journals. Groups such as vocational advisory committees, parent-teacher associations, student government associations, local business associations and local trade councils can also be helpful.

The fourth step involves conducting a school and community survey of the agencies organizations and businesses that are applicable to a student and/or program. The following information should be included:

- Contact person(s)
- Title/responsibilities
- Business/agency
- Address
- Phone number(s)
- Description of services
- Degree of interest in working with school
- Type of community resource
- Procedure for providing supportive services (i.e., referral procedures and eligibility criteria).

*(Reprinted in part from Gemmell, P. and Kiss M. School and Community Resources for Disadvantaged Learners. Maryland State Department of Education, Vocational Technical Education, 1979)

This information may be gathered by questionnaire, interview or a combination of techniques. A questionnaire may be sent along with a cover letter and a self-addressed, stamped envelope by mail to organizations having possible resources. The contact person should be asked to respond to the questions and return the questionnaire. An interview may be conducted by telephone. Visiting the contact person and immediately recording the information on the form is another appropriate way.

The fifth step is to record the gathered information onto resource file cards. Prepare a resource file card for each resource that indicates an interest and that demonstrates applicability to the program and student population. These cards make up a resource inventory. Upon using a specific resource, write evaluative comments on the back of the file card.

Although development of a resource inventory may be time consuming, the improved efficiency and services to assist the disadvantaged learners will be worth the effort.

SAMPLE LETTER

Date

Inside Address

Dear_____:

Recognizing the benefits that community businesses and agencies can contribute to the education, development and adjustment of our students, our school (school district) is conducting a community resource survey.

In order to compile a resource inventory, we are enclosing a brief survey form with a self addressed, stamped envelope. We would be most appreciative of your cooperation in filling out this form and returning it to us by_____.
(date)

We have filled out the agency/business name and address. Please check to make sure that it is accurate, and note any changes.

If we can be of assistance to you in completing the form, contact _____, _____, at _____. Thank you for your cooperation.
(name) (title) (telephone)

Sincerely,

(Reprinted from Gemmell, P. and Kiss, M. School and Community Resources for Disadvantaged Learners, Maryland State Department of Education, Vocational-Technical Education, 1979)

COMMUNITY SURVEY FORM

NAME OF AGENCY/ORGANIZATION:_____

ADDRESS OF AGENCY:_____PHONE:_____

CONTACT PERSON 1:_____

TITLE/RESPONSIBILITY:_____

OFFICE HOURS:_____EXTENSION:_____

CONTACT PERSON 2:_____

TITLE/RESPONSIBILITY:_____

OFFICE HOURS:_____EXTENSION:_____

DESCRIPTION OF AGENCY/BUSINESS FUNCTIONS:_____

_____

_____

ARE YOU INTERESTED IN WORKING WITH THE SCHOOL PROGRAM? ___YES___NO

UNDER WHAT CIRCUMSTANCES? (CHECK RESOURCES THAT ARE APPLICABLE).

___Audiovisual materials

___Employment of students

___Field trip

___Guest speaker

___Job orientation

___Participation in Career Day

___Loaning of equipment

___Print materials

___Special demonstration

___Other_____

DESCRIBE SPECIFIC INSTRUCTIONAL AID(S):_____

_____

_____

FOR AGENCIES PROVIDING INDIVIDUAL STUDENT SUPPORT SERVICES, STATE BRIEFLY:

1. WHAT TYPE OF SUPPORT SERVICE IS PROVIDED?_____

_____

2. WHAT IS THE STUDENT REFERRAL PROCESS?_____

_____

3. WHAT IS THE ELIGIBILITY CRITERIA FOR SERVICES?_____

_____

4. HOW MUCH SCHOOL RELATED SUPPORT IS REQUIRED?_____

_____

5. DURATION OF SERVICES?_____

(Reprinted from Gemmell, P. and Kiss, M. School and Community Resources for Disadvantaged Learners, Maryland State Department of Education, Vocational-Technical Education, 1979)

SCHOOL RESOURCE INVENTORY FORM

Contact Person_____Title/Responsibility_____

Department/Location_____Phone_____

Type of Instructional Aid:

___Audiovisual media
___Demonstrations
___Equipment
___Field trip
___Print materials
___Speaker
___Work experience
___Other (specify)_____

Specific description of instructional aid:_____

_____

___Academic tutoring
___Behavior Management
___Diagnostic assessment
___Instructional consultation
___Language interpretation
___Work study coordination
___Legislative information
___Motor skill development
___Special projects and programs
___Teacher aide
___Therapeutic counseling
___Other (specify)_____

_____

Specific description of support service:_____

_____

_____

(Place evaluative comments of resource on back)

(Reprinted from Gemmell, P. and Kiss, M. School and Community Resources for Disadvantaged Learners, Maryland State Department of Education, Vocational-Technical Education, 1979)

COMMUNITY RESOURCE DATA CARDS

INSTRUCTION RESOURCES

CAREER-RELATED INSTRUCTION RESOURCE

Career Cluster/Occupation: _____

Name of Resource Person: _____

Title: _____ Phone: _____

Address: _____

Appropriate for (students, grade level, etc.): _____

_____

Type of Resource (Check all that are appropriate)

___Field Trip ___Speaker ___Classroom Consultant

___Individual student materials ___Instructional materials

___Individual student tutor ___Instructional content

___Sponsor of short term work experience

Detailed description of resource _____

_____

(Reprinted from Gemmell, P. and Kiss, M. School and Community Resources for Disadvantaged Learners, Maryland State Department of Education, vocational-Technical Education, 1979)

SERVICE RESOURCES

SUPPORTIVE SERVICE RESOURCE

Type of Service: _____

Source of service (name of agency/organization): _____

___Student assistance: _____

___Parent/family assistance _____

___School/teacher assistance _____

___Other (Describe): _____

Name of contact person: _____ Phone: _____

Address: _____ Office Hours: _____

Record previous contacts or referrals below:

Date	Student	Action
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Reprinted from Gemmell, P. and Kiss, M. School and Community Resources for Disadvantaged Learners, Maryland State Department of Education, Vocational-Technical Education, 1979)

SELECTED AGENCIES AND ORGANIZATIONS

Adult Education Association of U.S.A.
810 18th Street, N.W.
Washington, DC 20006

American Medical Association
Department of Environmental, Public and Occupational Health
535 N. Dearborn Street
Chicago, Illinois 60610

American Occupational Therapy Foundation, Inc.
600 Executive Blvd.
Rockville, Maryland 20852

American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20007

Center for Studies in Vocational and Technical Education
University of Wisconsin-Madison
321 Education Building, Box 49
Madison, Wisconsin 53706

Center for Vocational-Technical Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

CETA State Employment and Training Council
Room 1103 - Labor and Industry Building
Trenton, NJ 08625 (609) 292-5005

Child Study Association of America/Wel-Met Inc.
50 Madison Avenue
New York, NY 10010

Division of Vocational Education & Career Preparation
New Jersey Department of Education
Introduction to Vocations (IV)
(609) 292-5822
Industrial Arts (IA)
(609) 292-5720
N.J. Chapter of the American Industrial Arts Student Association
(NJ-AIASA)
(609) 292-5720
Work Study (Age 15-20)
(609) 292-5820
Learning Exchange Program (LEX)
(609) 292-5822
Apprenticeship Training
(609) 292-6594
Programs for Disadvantaged
(609) 292-5720

Programs for Limited English Proficient (LEP)
(609) 292-5822
Bureau of Occupational Programs
(609) 292-6582
Bureau of Regulatory Services
(609) 984-5925
Bureau of Comprehensive Employment and Training
(609) 292-6594
Bureau of Special Programs
(609) 292-5822

Educational Instructional Materials Center
180 Teacher Education Building
University of Wisconsin-Madison
225 N. Mills Street
Madison, Wisconsin 53706

Educational Improvement Centers located in New Jersey

EIC/ Northeast
202 Johnson Road, Building #3
Morris Plains, NJ 07950
(201) 539-0331

EIC/Central
3864 U.S. Route #1, Building #1
Princeton, NJ 08540
(609) 452-2258

EIC/South
207 Delsea Drive, Route 47, RD 4, Box 209
Sewell, NJ 08080
(609) 228-6000

EIC/Northeast
2 Babcock Place
West Orange, NJ 07052
(201) 731-8400

Fullerton Union High School District
Instructional Materials Center
Carson Hall
Work Experience Counselor
1125 East Truslow
Fullerton, CA 92631

General Services Administration
National Archives and Records Service
National Audiovisual Center
Washington, DC 20409

Goodwill Industries of America, Inc.
9200 Wisconsin Avenue, N.W.
Washington, DC 20014

Illinois Division of Vocational and Technical Education
100 N. First Street
Springfield, Illinois 62777

International Labor Office
Washington Branch
666 11th Street, N.W.
Washington, DC 20001

J.C. Penney Company, Inc.
Educational Relations
1301 Avenue of the Americas
New York New York 10019

John F. Kennedy Center for Research on Education & Human Development
George Peabody College for Teachers
Nashville, Tennessee 37203

National Alliance of Business
1730 K Street N.W.
Washington, DC 20006

National Council for Homemaker-Home Health Aid Services, Inc.
67 Irving Place
6th Floor
New York, New York 10003

National Education Association
1201 16th Street, N.W.
Washington, DC 20006

Northwestern Vocational Curriculum Management Center
Building 17
Airdustrial Park
Olympia, Washington 98504

New Jersey Association of Vocational Education Special Needs Personnel (NJAVESNP)
Contact: Bureau of Special Programs
(609) 292-5822

New Jersey Occupational/Consumer Resource Center (EIC/C's Edison Program)
Building 871
Plainfield Avenue
Edison, NJ 08817
(201) 985-7769

Public Affairs Committee, Inc.
381 Park Avenue, South
New York, New York 10016

Technical Education Research Center
P.O. Box 2513
Station A
Champaign, Illinois 61820

U.S. Department of Labor, Manpower Administration
Job Corps
Vocational Training, Room 61
601 D Street, N.W.
Washington, DC 20213

U.S. Department of Labor
Bureau of Apprenticeship and Training
Room 838 Federal Building
970 Broad Street
Newark, NJ 07102
(201) 645- 3880

University of Nebraska
College of Home Economics
Department of Human Development and the Family
Lincoln, Nebraska 68583

IV. PROGNOSIS

A. Conclusions

B. Recommendations

PROGNOSIS

IV. PROGNOSIS

A. CONCLUSIONS

B. RECOMMENDATIONS

C. COUNSELOR CHECKLIST

III. PROGNOSIS

Conclusions

We as counselors and educators are deeply concerned about the disadvantaged population. As a result of this concern, increased emphasis is being given to recognizing and assessing the needs of students who suffer from academic or economic handicaps. Through federal and state legislation, counselors are being asked to identify the disadvantaged and are being encouraged to develop strategies that will address these special needs.

The disadvantaged student has certain characteristics that cause him/her to be unsuccessful in conventional school settings. Key deficiencies that set the disadvantaged student apart from the rest of the school population include: financial hardships, low-self esteem, excessive absence and tardiness, poor math skills inability to read or write at grade level, patterns of consistent failure in schoolwork, low motivation and job aspiration, parents who very often demonstrate little or no concern, lack of participation in extra-curricular activities, and an inability to form responsible relationships in school or the community. As counselors, we must be prepared to identify assess and prescribe strategies to meet the needs of the disadvantaged.

Once the population has been identified, an assessment of specific needs should be done. Needs assessment techniques are an integral part of the planning and evaluation that can be used by counselors to plan effective career counseling strategies. The initial assessment should include a completion of information from a variety of sources. Data is obtainable from:

- Permanent record cards
- Counseling interviews
- Academic records and progress reports
- Attendance profiles
- Psychological and health records
- Intake data
- Screening criteria
- Past performance in traditional school programs

Additional assessment tools include achievement tests, interest inventories and attitudinal scales.

Upon completion of the assessment, a specific list of needs can be developed. As a result of this handbook, the following seven needs have been identified:

1. A need to develop a positive self image.
2. A need to clarify values related to life, school and work experience.
3. A need to acquire decision making skills.
4. A need to explore various career options.
5. A need for job acquisition and job retention skills.
6. A need for a special curriculum.

7. A need to be recognized by the community as having special needs.

In order to service the disadvantaged population, a variety of counseling strategies, activities, techniques and resources should be employed. Through a broad program of assessment, counseling, career education, work experience, academic remediation and activities, the counselor can assist the disadvantaged by helping to strengthen self concepts and by devising special plans to meet their special needs.

The prognosis is good. If counselors, educators, parents and the community work together to provide alternate educational programs, the disadvantaged student will develop a more confident self image and hopefully, a more responsible role in the community. By providing them with positive learning and working experiences, we are fulfilling our responsibility not only to educate these students, but to adequately prepare them for the world of work.

Recommendations

The N.J. State Department of Education recommends the following vocational services for disadvantaged students: (Helping Educationally Disadvantaged Students Through Vocational Education. Special Paper Series, January 1978, p. 7)

" 1. Identification.

2. Assessment of student's interest, aptitudes, and abilities.

3. Individualized courses of study.

4. Supportive counseling.

5. A continuum of vocational offerings.

6. Qualified teachers and staff.

7. Community involvement.

8. Coordination with city, county and State Departments of Education.

9. Evaluation of student progress and program effectiveness.

10. Completion of special programs and services."

In order to implement these recommendations, specific career counseling strategies are required to address the unique needs of the disadvantaged student. The following recommendations would enchance the employability of the disadvantaged and insure a more positive outlook for their future.

1. Surveys to determine the extent of the problems of the disadvantaged.

2. Alternative educational programs.

3. Student placement in cooperative work experience and full-time summer employment.

4. Career training coordinated with community manpower.

5. Greater flexibility in, and a broad range of, occupational choices.

6. Cooperative planning between career-related counseling, remedial instruction, cooperative work experience instruction and supportive services.

7. Prescriptive teaching techniques matched to identify learning styles.

8. Instructional materials analyzed and modified to appropriately meet the needs of the disadvantaged.

9. Continuous reinforcement and feedback to encourage behavioral change and individual growth.

HANDBOOK

EVALUATION FORM

V. HANDBOOK EVALUATION FORM

COUNSELOR CHECKLIST

YES	NO	
___	___	Did I accumulate and analyze all available information relating to the student?
___	___	Did I seek the student's participation in planning the career education activities?
___	___	Did I give adequate praise, encouragement, reinforcement, and support to the student?
___	___	Did I challenge the student's interests and abilities?
___	___	Did I provide experiences through which the student could meet with success?
___	___	Did I capitalize on the student's strengths and not his/her weaknesses?
___	___	Did I permit the student to express himself/herself and accept those expressions of feelings?
___	___	Did I keep the student aware of his/her progress at all times and answer his/her questions honestly?
___	___	Did I provide career education experiences that clearly show the student that he/she has options in school, in the world of work and in life?
___	___	Did I provide or expose the student to positive role models and encourage him/her to develop positive relationships with others?
___	___	Did I help the student develop realistic expectations of himself/herself?
___	___	Did I light a spark or fire that will burn in that student as he/she continues to seek the development of his/her full potential in life?